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Can the use of mindmaps improve young children's language skills?

Boerma, Inouk; van der Wilt, Femke; Bouwer, Renske; van der Veen, Chiel

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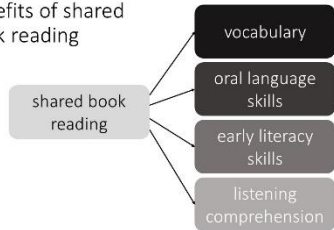
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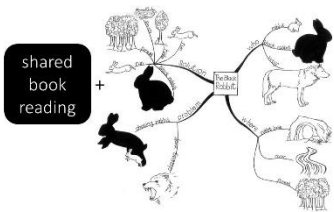
Can the Use of Mindmaps Improve Young Children's Language Skills?

Introduction

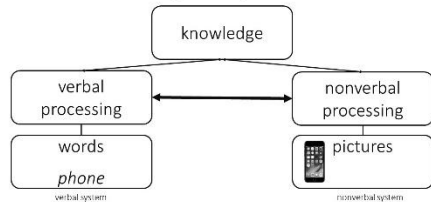
benefits of shared book reading



what about mindmaps?



the dual coding theory



What is the effect of the use of mind maps in early childhood classrooms on various aspects of children's language development?

Design

interactive book reading



reading with focused attention



reading with mindmaps



study design

week 1	week 2	week 3	week 4	week 5
pre-tests	workshop	reading session 1 (BR)	reading session 2 (BR)	reading session 3 (BR)
week 6	week 7	week 8	week 9	
reading session 4 (TH)	reading session 5 (TH)	reading session 6 (TH)	post-tests	

Note: BR = The Black Rabbit; TH = The Competition of the Tortoise and the Hare

Method

sample

N = 23 early childhood teachers
N = 534 children
N = 8 Dutch primary schools
Children's mean age 5.2 years (SD = 0.65)

productive vocabulary

1. What is ... a shadow?
2. What is ... a tree trunk?
3. What is ... a shore?
4. What is ... relief?



narrative skills



can you tell a story that suits these pictures?

listening comprehension



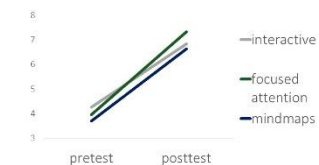
where do you see a girl who is making a sand castle?

Results

multilevel models

Level 1 = pre-and postscores (N = 1068)
Level 2 = within students (N = 534)
Level 3 = within classes (N = 23)

productive vocabulary



narrative skills



listening comprehension



Discussion

Children significantly improved their productive vocabulary, narrative skills, and listening comprehension skills, but there were no differences between conditions

limitations

1. no actual control group
2. similarities between conditions?

authors

Femke van der Wilt f.m.vander.wilt@vu.nl
Chiel van der Veen chiel.vanderveen@vu.nl
Inouk Boerma i.boerma@ipabo.nl
Renske Bouwer renske.bouwer@vu.nl

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